 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Jonathan Delorme **Lesson #:** 1 **Facet:** Reflect  
**Grade Level:** 9-12 **Numbers of** **Days**: 1   
**Topic**: How the past connects to our present and future  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**  
Critically analyzing the themes, turning points, consequences, and people of World War II can help better their understandings of the world.  
Students will be able to make meaning of the events of World War II and the multiple events that led up to the war.  
Students will learn how to become retrospective and reflective in how they view history, along with how to apply that knowledge to today's problems and situations.  
  
**Student will know**   
Many key terms such as, but not limited to: Allies, Axis, The Great Depression, The Treaty of Versailles, D-Day, Hitler, and FDR.  
  
**Student will be able to**   
Recognize the importance of World War II had in shaping the boundaries of the globe today.  
  
**Product:**  
Students will create a blog using blogger.com to report their musings about the class, their learning, and the relationships between past and present.  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
  
**Rationale:**   
Students will be able to learn and reflect upon historical eras, themes, and influences in the United States by completing a unit long blog.  
  
**Assessments**   
**Pre-Assessment:**  
Students will complete pre and post surveys that focus on the general themes of World War II, such as, "Why did WWII happen?" These out the box questions will then be administered to them after the unit to see how much they have learned and to see if their views have changed.  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
There will be an Informal Questioning activity to see how students are doing with filling in their Venn Diagram. This will give me insight in to how they feel about the new material and how they feel about the Venn Diagram activity. I will also use Thumbs-Up/Thumbs-Down to see how students feel about blogging and using technology.   
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will fill out a checklist that outlines the requirements for the blog, such as length, content, similarities, and differences**.** I will use the same checklist to provide feedback on their blog postings.  
  
**Summative (Assessment of Learning):**  
•Blog: 40 points  
Students will keep a unit long blog using blogger.com about current events and how they relate to the past. These blogs will be set up together as a class but students will be expected to blog about their experiences, what they found interesting, what questions they have, or any connections they see with the past and the future. I will expect two blogs a week from each student but more are welcome if the student desires. Grammar, punctuation, and clarity will be accounted for in grading these blogs, but they are largely opinion pieces and a chance for students to share their knowledge on a weekly basis.​  
  
**Integration**  
**Technology:**   
Students will be using blogger.com to blog about their experiences through the unit and may be given challenges, such as finding a site or a video that relates to their blog and including it in their response.  
  
**Content Areas:**   
History: Students will be drawing from past events and discussing them in their blogs. These postings can be anything from their thoughts and feelings to the historical event or some cool fact that they learned while researching the event. This not only applies to events but to people, places, terminology, and many other historical aspects.  
  
English: Students will have to write complete sentences and coherent thoughts in their blogs to achieve full credit.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will complete a Venn Diagram comparing what life was like then and what life is like now. Then students will use Think-Pair-Share to get multiple perspectives and see what other Venn Diagrams look like. First they will complete their Venn Diagrams by themselves (think). Then, they will talk to their neighbors on both their left and right side and compare their Venn Diagrams (pair). After that we will have a group discussion (share).  
  
**Section II – Groups and Roles for Product**  
Students will be able to recognize the importance of history through their unit long blog accounts. They will also be able to reflect on the changes in their learning and perspective over the course of the unit. Then students will do the same Venn Diagram activity with their parents or guardians and write about the activity in a blog posting. When the students come in the next day I will hand out four different color cards randomly to each student. Those four groups will then have a group discussion on what their blog postings were about.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Logical:** Students will think logically while they are comparing the 40's to now when they fill out their Venn Diagram  
**Verbal:** Students will be able to write down what they learned about the similarities and differences of World War II while they write their blog entry.  
**Visual:** The Venn Diagram about the similarities and differences of World War II and now will be their visual activity so they can organize their work.  
**Musical:** Students will be able to list the similarities and differences between music then and now. The video I show as my hook has music from today and I will play music from the time period in the background while they work. While listening to the [old music](http://www.allmusic.com/album/music-of-wwii-mw0001963296" \t "_blank) the students will be able to notice the similarities and differences.  
**Intrapersonal:** Students will have time to think about the similarities and differences of the two time periods by themselves during the "Think" period of Think-Pair-Share.  
**Interpersonal:** They will use Think-Pair-Share and share what they think are the similarities and differences of our world today and the time period of World War II.  
**Kinesthetic:** Students will be able to fill out their Venn Diagram about World War II and now by using Post-it Notes instead of pen and paper.  
**Naturalist:** Students will have to go out and talk to their parents or guardians about what they think are the similarities and differences of World War II and now. Students will have to ask their parents about how the environment has changed since the War.  
  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Absent students will have a chance to meet with me during the next class while the other students are in their color teams talking about their posting. Here we will go over how to set up a blog and then they can look at their classmates' postings or talk to their classmates for ideas on what they have to do.  
  
**Extensions**  
**Type II Technology:**  
Students will be using blogger.com to blog about their experiences through the unit and may be given challenges, such as finding a site or a video that relates to their blog and including it in their response.  
  
**Gifted Students:**  
Choice 1: Embed two links into your blog that relate to your blog posting.  
Choice 2: Find one YouTube video that relates to your blog posting.  
  
**Materials, Resources and Technology**  
Laptop  
Pencils/Pens  
Venn Diagram photocopies  
Projector to show Hook video  
Surveys for the pre-assessment  
Speakers for the background music  
Post-it Notes for the Venn Diagram  
Blog Checklist  
Old Music site ready for work period  
Slips of colored paper (for next class)  
  
  
**Source for Lesson Plan and Research**  
[http://www.eduplace.com/graphicorganizer/](http://www.blogger.com/start?hl=en" \t "_blank) - Venn Diagram​  
  
[www.blogger.com/start?hl=en](http://www.blogger.com/start?hl=en" \t "_blank) - Blogger.com  
  
[http://www.britannica.com/EBchecked/topic/648813/World-War-II](http://www.britannica.com/EBchecked/topic/648813/World-War-II" \t "_blank) - Information of the general timeline of WWII provided by Britannica online.  
  
[http://www.ushmm.org/wlc/en/article.php?ModuleId=10007306](http://www.ushmm.org/wlc/en/article.php?ModuleId=10007306" \t "_blank) - Timeline of WWII events.  
  
[http://ww2db.com/](http://ww2db.com/" \t "_blank) - Immense amount of information on WWII.  
  
[http://www.whitehouse.gov/about/presidents/franklindroosevelt](http://www.whitehouse.gov/about/presidents/franklindroosevelt%20" \t "_blank) - A site about FDR, but also contains a wealth of information on all presidents.  
  
[http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/](http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/" \t "_blank) - A timeline of the Depression  
  
[http://en.wikipedia.org/wiki/Treaty\_of\_Versailles](http://en.wikipedia.org/wiki/Treaty_of_Versailles" \t "_blank) - wikipedia page of the Treaty of Versailles  
  
[http://www.allmusic.com/album/music-of-wwii-mw0001963296](http://www.allmusic.com/album/music-of-wwii-mw0001963296" \t "_blank) - Music from the 40's and 50's.  
  
[http://www.youtube.com/watch?v=Q78COTwT7nE](http://www.youtube.com/watch?v=Q78COTwT7nE" \t "_blank) - A video for students to watch if they miss a class.  
  
[http://www.associatesdegree.com/2010/01/20/100-incredible-lectures-for-history-lovers/](http://www.associatesdegree.com/2010/01/20/100-incredible-lectures-for-history-lovers/" \t "_blank) - Extra resources for a student who likes the material or missed a class. They are online lectures.  
  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
**Agenda**  
  
**Day 1 - 80 minutes**  
  
[Hook](http://www.youtube.com/watch?v=OFzXaFbxDcM" \t "_blank) - 5 minutes  
  
Pre-assessment - 10 minutes  
Students will complete pre and post surveys that focus on the general themes of World War II, such as, "Why did WWII happen?" These out the box questions will then be administered to them after the unit to see how much they have learned and to see if their views have changed.  
  
Graphic Organizer (Venn Diagram) - 40 minutes  
- Students fill out Venn Diagrams by themselves - 20 minutes  
- Students converse with neighbors - 10 minutes  
- Group discussion with the class - 10 minutes

Set up of blog and how to use blogger.com - 20 minutes  
- Here students will all create their own blogger on blogger.com. They will have to choose their own username and templates for their blogs. We will do this as a class the first day so they will be able to blog the rest of the unit.

- Thumbs-Up/Thumbs-Down to check for student confidence in blogging  
  
Explain Homework Assignment – 5 minutes

Work Period/Question and Answer time – 5 minutes

- I will check for understanding using Informal Questioning

Desks or tables will be set into groups that will range from 4 to 6 students, preferably. Since this is the first day students will be able to sit where they want. Seating arrangements will be established if need be. Students will understand that critically analyzing the themes, turning points, consequences, and people of World War II can help better their understandings of the world. Understanding our past is essential in understanding our present and future**.** *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* Students will complete pre and post surveys that focus on the general themes of World War II, such as, "Why did WWII happen?" These out the box questions will then be administered to them after the unit to see how much they have learned and to see if their views have changed. For a hook students will be shown an [engaging video](http://www.youtube.com/watch?v=OFzXaFbxDcM" \t "_blank) that explains why we learn and how learning can be fun.   
**Where, Why, What**, **Hook, Tailor:** visual, musical, interpersonal, intrapersonal.  
  
Students will need to know terms such as Allies, Axis, Depression, Versailles Treaty, D-Day, Hitler, FDR, **(See Content Notes).** Students will complete a Venn Diagram comparing what life was like then and what life is like now. I will use Informal Questioning to see how students are doing with filling in their Venn Diagram. While students are filling out their Venn Diagrams music from the 40's and 50's will be playing in the background. Students will be asked to compare and contrast the music from now and then in their Venn Diagrams. Then students will use Think-Pair-Share to get multiple perspectives and see what other Venn Diagrams look like**.** They will have time to think by themselves, pair up and converse about their graphic organizers, and then share their Venn Diagrams with the class. Then students will do the same Venn Diagram activity with their parents or guardians and write about the activity in a blog posting as homework that night. Students will be asked to think about how the environment has changed and to include that in their electronic response.  
**Equip, Explore, Rethink, Tailors: interpersonal:** verbal, logical, musical, kinesthetic, intrapersonal, spatial, naturalist, interpersonal, intrapersonal.  
  
Students will be able to recognize the importance that World War II had in shaping the boundaries of the globe today. Students will keep a unit long blog using [blogger.com](http://www.blogger.com/start?hl=en" \t "_blank) about current events and how they relate to the past. These blogs will be set up together as a class and students will be expected to blog about their experiences, what they found interesting, what questions they have, or any connections they see with the past and the future. Grammar, punctuation, and clarity will be accounted for in grading these blogs, but they are largely opinion pieces and a chance for students to share their knowledge on a weekly basis. For this assignment students will have to go home and discuss their Venn Diagrams with their parents, guardians, grandparents, or older siblings if need be. They will obtain different perspectives on the past and then blog about their thoughts on their blogger accounts. These individual blogs will allow students to reflect and will be viewed every Friday and checked for content, thoughtfulness, and grammar. Students will be able to make additions to their blogs at anytime for full credit.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** verbal, logical, naturalist, interpersonal, intrapersonal.  
  
Students will fill out a checklist that outlines the requirements for the blog, such as length, content, similarities, and differences. I will use the same checklist to provide feedback on their blog postings. They can use these returned checklists to improve their blog and thus improve their grade. Concerning their first blog posting, when they come in the next day I will hand each student a colored piece of paper. There will be four groups and students will share their homework assignments with each other.  
**Evaluate, Tailors:** interpersonal, verbal, logical, intrapersonal.  
  
  
  
**Content Notes**   
Students will know…..   
  
As this is the first day of the unit there will not be an intensive amount of content covered. The goal of today's lesson is to introduce social science to the students and to get them thinking about how to make connections between the past and the future. So, the first thing that will be shown is a video with the general theme of "Why study history?" If the video does not work then ask students a couple simple questions and ask them to write down their answers on a piece of paper. Questions such as: "What is history?" "How does history effect you?" "How were the 1940's different from now?" How are they similar?" "Can we learn from our past?"  
  
Then the Venn Diagram activity will start. Students will make three columns. On the left will be 1930-1945, the right will be now, and the middle will be both. To complete this assignment students will need to know some of the differences between the eras. While they are filling out the Venn Diagram definitions will be given out to some of the major terminology of the time. These definitions will be meant as introductions and each will have extensive lessons attached to them later on in the unit. They are just meant to make the Venn Diagram easier and to get the students familiar with the vocabulary.  
  
After students are able to fill out their Venn Diagrams by themselves students will talk to their neighbors about their graphic organizers. Then, a class discussion will start. After Think-Pair-Share students will be introduced to blogger.com and we will set up a blog together. The last minutes of class will be reserved for any last questions about their homework assignment or their blog accounts.  
  
**[The Great Depression](http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/" \t "_blank):** The Great Depression started with the crash of the American stock market on October 24, 1929. Overnight the country plummeted into a financial crisis and many lost their investments. From 1929 to the time we entered WWII the United States was in a relatively encompassing Depression that effected many citizens. The Great Depression started under Hebert Hoover's presidency. Hoover was then replaced by Franklin Delano Roosevelt in 1932 and he initiated the New Deal. This was a series of social service programs that helped people get back to work, or in some cases paid farmers *not* to farm. FDR also conducted Fireside Chats, which were radio broadcasts that were addressed directly to the public and explained the things the government was trying to do for the country. The United States did not fully overcome The Great Depression until after WWII, but the War greatly helped increase the income flowing through the country, along with national pride.  
  
**[The Treaty of Versailles](http://www.firstworldwar.com/source/versailles.htm" \t "_blank):** The Treaty of Versailles was signed on June 28th, 1919 after the First World War. The treaty was largely made to reprimand the Germans for participating in WWI. This treaty was the same time when Woodrow Wilson submitted his Fourteen Points, which were mostly ignored by the European countries that were angry at the Germans. It is not proven, but the harsh treatment of the Germans in 1919 and the 20's may have led to the Nazi revolution and the rise of the Third Reich that initiated WWII. The Treaty of Versailles required Germany to give over around 13.5% of its territory, reduce their army significantly, pay war reparations, and other costly clauses to the German economy.  
  
The Allies were the forces fighting against the Axis. They consisted of many countries and even more commonwealths due to imperial countries. Some of the countries were France, Great Britain, Poland, the Soviet Union, and the United States.  
  
The Axis power consisted of Germany, Italy, Japan, and the many countries they owned.  
  
[The Battle of Normandy](http://www.history.com/topics/d-day" \t "_blank): The United Stated joined the war in 1941 after Pearl Harbor but did not execute D-Day until June of 1944. The Codename for the mission was Operation Overload and the goal was to create a second front against the Germans to help the Soviet Union. The Soviets had been waged in a bitter battle with the Germans in such places like Stalingrad. The loss of life was immense and Stalin pleaded for the Allies to attack Germany from another front. When it finally came the war was largely over due to the Soviets. Many historians call D-Day the beginning of the end of WWII.  
  
[Franklin Delano Roosevelt](http://www.whitehouse.gov/about/presidents/franklindroosevelt" \t "_blank)  
The leader of the United States during this time was Franklin Delano Roosevelt. He was president during The Great Depression and WWII and was one of the most popular presidents in our nation's history. He is famous for his New Deal policies, his Fireside Chats during The Great Depression, his "Infamy Speech" at the onset of WWII, and seeing us through the War. He was elected four times and died in office soon after his fourth campaign victory. Vice President Harry Truman replaced him.  
  
[Adolf Hitler](http://www.jewishvirtuallibrary.org/jsource/Holocaust/hitler.html" \t "_blank)  
The leader of the Germans during the 30's and the 40's, Hitler started as a very popular leader who got the German economy rolling again after World War I. But, soon Hitler's territorial ambitions and ideals drove him and his nation to imperialistic actions. Hitler controlled the Nazi party along with the SS and created a reign of terror that was eventually stopped by the Allied forces.  
  
  
**Handouts**  
Pre-assessment surveys

Venn Diagram  
Blog checklist  
Colored pieces of paper (4 different colors and enough for 1 for every student)  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***   
Students will be organizing the similarities and the differences of the 40's and now through the use of a graphic organizer. Information will have to be thought of chronologically and rationally.  
  
***Microscope:***  
Students will have to think critically about the relationships between past and present. This will require a lot of deep thinking.  
  
***Puppy:***  
There will be plenty of time to think constructively and alone while filling out his or her own Venn Diagrams. The class discussions will be comforting and accepting and provide positive and educational feedback.  
  
***Beach Ball:***  
Students will be asked to move around the class often during Think-Pair-Share. They will be using multiple different intelligences throughout the lesson and will have to think creatively while filling out their Venn Diagrams.  
  
***Rationale:***   
This lesson requires students to think critically about historical facts and events while also comparing their meaning to events occurring right now. This requires a lot of deep thinking and organization of information. These insights will need to be welcomed by compassionate and caring classmates. Students will be asked to bounce a lot of ideas around in their head and will be kept physically and intellectually active during the lesson.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
I will use Informal Questioning to see how students are doing with filling in their Venn Diagrams. I will also use Thumbs-Up/Thumbs-Down with my students to gauge their comfort levels with using blogger.com. Students will self-assess themselves using a blogging checklist. I will also provide feedback through the same checklist so the know how they are doing and where they might improve.  
  
***Summative:***  
Blogs will be about their experiences, what they found interesting, what questions they have, or any connections they see with the past and the future. I will expect one blog a week from each student but more are welcome if the student desires. Grammar, punctuation, and clarity will be accounted for in grading these blogs, but they are largely opinion pieces and a chance for students to share their knowledge on a weekly basis. Some students will be challenged with embedding hyperlinks of either videos or websites that relate to something in their blog postings.  
  
***Rationale:***  
The unit long blog assignments will allow for students to reflect on historical significance and let them ponder the correlation between history and the present. These blogs will test the student's verbal and linguistic skills as well as challenge them to explore historical learning. Formative assessment will be constructive and given back in a timely fashion. The summative assessment will be reflective of student progress, understanding, and insight. Informal Questioning and Thumbs-up/Thumbs Down will allow me information on how my students are progressing and whether I should slow down or speed up the lesson.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
(See Content Notes)  
  
***MLR:***  
**Content area:** Social Studies  
**Standard Label:** E History  
**Standard:** E1 Historical knowledge, concepts, themes and patterns  
**Grade Level:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
**Statement:** Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.  
**Performance Indicator:** a,b,c,d  
  
***Facet:***  
Students will be able to reflect upon and recognize the importance of World War II had in shaping the boundaries of the globe today.

***Rationale***:

This lesson will provide students with an introduction to various terms and themes of World War II. Vocabulary and events such as The Treaty of Versailles, the Great Depression, and political leaders will be discussed. The commencement of the blog product will be a way for students to document progress and share their feelings about the class and the content they learn along the way.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Students will be able to write down what they learned about the similarities and differences of World War II while they write their blog entry.  
**Logical:** Students will think logically while they are comparing the 40's to now when they fill out their Venn Diagram  
**Visual:** The Venn Diagram about the similarities and differences of World War II and now will be their visual activity so they can organize their work.  
**Kinesthetic:** Students will be able to fill out their Venn Diagram about World War II and now by using Post-it Notes instead of pen and paper.  
**Musical:** Students will be able to list the similarities and differences between music then and now. The video I show as my hook has music from today and I will play music from the time period in the background while they work. While listening to the [old music](http://www.allmusic.com/album/music-of-wwii-mw0001963296" \t "_blank) the students will be able to notice the similarities and differences.  
**Interpersonal:** They will use Think-Pair-Share and share what they think are the similarities and differences of our world today and the time period of World War II.  
**Intrapersonal:** Students will have time to think about the similarities and differences of the two time periods by themselves during the "Think" period of Think-Pair-Share.  
**Naturalist:** Students will have to go out and talk to their parents or guardians about what they think are the similarities and differences of World War II and now. Students will have to ask their parents about how the environment has changed since the War.  
  
***Type II Technology:***  
Blogger.com  
  
***Rationale:***   
This lesson challenges students to think in creative ways and allows them to use all of their multiple intelligences. The use of blogger.com let’s students explore online resources to further their enrichment of the content and make even more connections between the past and the present.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***   
Students will have to think outside of the box to fill out their Venn Diagrams and will be subjected to thoughtful and engaging discussion with peers and parents. Students will be considering real world importance and will be provided with assistance through formative assessment. They will have to converse with people electronically, face-to-face, and through group environments.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:***   
Students will have to use blogger.com, along with exploring the web for connections between their postings and online resources. Students will be allowed to post about anything that catches their eye, makes them think, or whatever else they want as long as it connects with the information being covered in class and is appropriate. Students will be allowed to self-assess and share their postings with classmates and guardians. All learning styles are present in the lesson and students will be able to explore new areas of their brain. The use of the Type II technology of a blog makes this product task more enriched and accessible. Multiple forms of formative assessment will be provided and summative assessment will be both fair and just.